

Presentational Writing

Performance Rubric

For student self-reflection or teacher feedback*
on chapter or unit assessments and IPAs

NL NM NH IL IM

Targeted performance level for this assessment.

STRONG

GOOD

DEVELOPING

EMERGING

Low

What are my strengths?

What can I do?

How can I improve?

Comprehensibility

Was I understood?

Vocabulary: I use a variety of appropriate vocabulary for this task.

Language Control: I am mostly accurate when I use structures, time frames and word order that we practiced.

Mechanics: My spelling, capitalization, punctuation, accents or tone marks are mostly accurate.

Task Completion

What did I say?

Content: I meet the communication goal. My content is relevant to this topic.

Details and Support: I use authentic resource(s) or several details to support my response.

Discourse Quality

How well did I communicate?

Organization and Level of Language: My writing is organized and has good cohesion. My sentence complexity is appropriate for this level.

Impact: I keep my audience interested by originality, visuals, technology, content, writing style, humor, or emotions.

Interculturality

Did I show cultural understanding?

Cultural Competence: My language shows cultural knowledge or understanding for this task.
(*cultural content, register, daily life, idiomatic expressions, similarities and differences in target culture*).

July 2015

* Used in conjunction with Full Performance Rubric for Presentational Writing.

* See [Can-Do statements](#) for performance level descriptors

Presentational Writing

Performance Rubric

Full rubric for chapter or unit assessments and IPAs

NL NM NH IL IM

Targeted performance level

| Final Score: _____ | STRONG <i>Full evidence for targeted level and some evidence for next level</i> | GOOD <i>Full evidence for targeted level</i> | DEVELOPING <i>Partial evidence for targeted level</i> | EMERGING <i>Limited evidence for targeted level</i> | <i>Low</i> |
|---|--|--|---|---|------------|
| Comprehensibility S G D E L | Is easily understood by a sympathetic listener | Is generally understood by a sympathetic listener | Is understood with some difficulty | Is understood with much difficulty | Low |
| Vocabulary | <ul style="list-style-type: none"> Strong range of appropriate vocabulary. | <ul style="list-style-type: none"> Good range of appropriate vocabulary. | <ul style="list-style-type: none"> Basic range of appropriate vocabulary. | <ul style="list-style-type: none"> Limited range of appropriate vocabulary. | |
| Language Control | <ul style="list-style-type: none"> Few errors when using practiced structures, time frames and word order. | <ul style="list-style-type: none"> Some errors when using practiced structures, time frames and word order. | <ul style="list-style-type: none"> Errors in practiced material may require interpretation. | <ul style="list-style-type: none"> Errors in practiced material often impede communication. | |
| Mechanics | <ul style="list-style-type: none"> Accurate spelling, capitalization, punctuation, accents or tone marks. | <ul style="list-style-type: none"> Mostly accurate spelling and mechanics. | <ul style="list-style-type: none"> Somewhat accurate spelling and mechanics. | <ul style="list-style-type: none"> Spelling or mechanics often impede communication. | |
| Task Completion S G D E L | Conveys and extends the message | Conveys the full message | Conveys part of the message | Conveys a limited message | Low |
| Content | <ul style="list-style-type: none"> Communicative goal is exceeded, with elaborate and relevant content. | <ul style="list-style-type: none"> Communicative goal is met, with relevant content. | <ul style="list-style-type: none"> Communicative goal is partially met, with some related content. | <ul style="list-style-type: none"> Communicative goal is minimally met, with limited content. | |
| Details and Support | <ul style="list-style-type: none"> Authentic resource(s) or details consistently used to support and expand on the response. | <ul style="list-style-type: none"> Authentic resource(s) or details often used to support response. | <ul style="list-style-type: none"> Authentic resource(s) or details sometimes used to support response. | <ul style="list-style-type: none"> More details needed to support response. | |
| Discourse Quality S G D E L | Shows strong communication skills | Shows good communication skills | Shows developing communication skills | Shows emerging communication skills | Low |
| Organization and Level of Language | <ul style="list-style-type: none"> Speech is well-organized or sequenced, with strong cohesion and transitions. Sentence complexity ¹(word—phrase—sentence—connected sentences—paragraph) exceeds targeted level. | <ul style="list-style-type: none"> Speech is mostly organized, with cohesion and transitions. Sentence complexity¹ is appropriate to level. | <ul style="list-style-type: none"> Speech is somewhat organized, or has some transitions. Sentence complexity¹ partially meets targeted level. | <ul style="list-style-type: none"> More organization, cohesion or transitions needed. Sentence complexity¹ minimally meets targeted level. | |
| Impact | <ul style="list-style-type: none"> Audience interest consistently maintained through ²originality, visuals, technology, content, writing style, humor, or emotions. | <ul style="list-style-type: none"> Audience interest is mostly maintained.² | <ul style="list-style-type: none"> Audience interest is somewhat maintained.² | <ul style="list-style-type: none"> Audience interest is minimally maintained.² | |
| Interculturality S G D E L | Demonstrates thorough cultural competence | Demonstrates cultural competence | Demonstrates some cultural competence | Demonstrates limited cultural competence | Low |
| Cultural Competence | <ul style="list-style-type: none"> Language or behavior ³(cultural content, register, idiomatic expressions, daily life, similarities/differences in target culture) shows strong cultural knowledge or understanding. | <ul style="list-style-type: none"> Language or behavior³ shows general cultural knowledge or understanding. | <ul style="list-style-type: none"> Language or behavior³ shows some cultural knowledge or understanding. | <ul style="list-style-type: none"> Language or behavior³ shows limited cultural knowledge or understanding. | |

July 2015

Convert to Gradebook Score: (S) = _____ (G) = _____ (D) = _____ (E) = _____ (L) = _____